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ABSTRACT

The National Institute on Early Childhood Development and Education (ECI) was established to carry out a comprehensive program of research, development, and dissemination to improve young children's learning and development. This directory contains information on the programs and projects funded by ECI in fiscal year 1998. The directory's 10 sections are: (1) "About the Institute," describing the Institute's origins; (2) "The Institute's Centers Program," discussing the program and its projects designed to provide a stable foundation for long-term research; (3) "Field-Initiated Studies Program," describing the program and its projects to provide assistance to a variety of institutions, organizations, and individuals for educational research and demonstration projects; (4) "Small Business Innovation Research Program," describing the program and its projects to stimulate technological innovation; (5) "21st Century Community Learning Centers Program," describing the program and its projects supporting work in rural and inner city local education agencies; (6) "The Institute's Sponsored Projects Program," discussing the program and its projects supporting research efforts of immediate need; (7) "Ready-To-Learn Television," describing a program to provide assistance for the development of education and instructional video programming; (8) "ECI staff Directory"; (9) "State Listing of Projects" (37 listed); and (10) "Alphabetical Listing of Projects by Organization" (32 items). (SD)

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National Institute on Early Childhood Development and Education

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Directory of Projects, 1998

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Directory of Projects, 1998

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November 1997

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Foreword

The National Institute on Early Childhood Development and Education was established in October 1, 1995. Our mission is broad—to promote research, development, and dissemination activities to identify new methods and approaches to improve young children's learning and development. Because young children are not necessarily in school, we try to maximize the role of parents and form partnerships with community and church groups, social service and health care agencies, and other organizations in hopes of augmenting the impact of new knowledge on young children's lives.

This is an exciting endeavor and one that has a tremendous impact on the future of young children, their families, and the future of our country. By assuring that the adults who nurture our nation's very youngest citizens receive the best possible information and knowledge, we will amplify the potential of young children everywhere. Early success leads to later success—in school, in work, and in life. No other educational effort can have as great an impact on the lives of young people.

We are proud to be a part of this effort. Our partners, the projects and programs we fund whose work adds to the knowledge base on how to improve young children's learning and development, are listed in this Directory. This Project Directory contains information on all of the grants and projects funded through the Institute in Fiscal Year 1997. Since our funding changes regularly, we will update this Directory every year. We hope that you take an interest in the projects listed here, and that you will follow them as the results of their work are made known. For more information not contained in the Directory, either call the contact person listed, or visit our home page at www.ed.gov/offices/OERI/oeribro.html#ECI.

Naomi Karp
Director
National Institute on Early Childhood Development and Education

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About the Institute

Who Are We?

The National Institute on Early Childhood Development and Education (ECI) is in the Office of Educational Research and Improvement of the U.S. Department of Education. ECI was created to carry out a comprehensive program of research, development, and dissemination to improve early childhood development and education.

What Do We Do?

The Institute sponsors coordinated and comprehensive research, development, and dissemination activities that will investigate what factors, including services and support, might improve the learning, cognitive, and social-emotional development, and general well-being of children from birth through age eight, and their families.

The Institute sponsors comprehensive and challenging research that investigates the most effective strategies and practices which:

make children's transitions as smooth and supportive as possible—transition periods from infant to toddler, toddler to preschooler, and preschooler to early elementary school student;

empower families;

enhance the healthy development of young children;

promote the development of a competent, well prepared early childhood workforce; and

encourage collaboration at all levels—families, educators, communities, and policy-makers.

How To Contact Us:

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The Institute's Centers Program

The National Educational Research and Development Center Program provides assistance to institutions of higher education to conduct centers that will carry out sustained research and development to address nationally significant problems and issues in the education of children from birth through age eight.

This program provides a stable foundation for long-term research and development on the core issues and concerns regarding the development and education of young children. The National Center for Early Development and Learning is fully funded by the Early Childhood Institute. The Center for the Improvement of Early Reading Achievement is a collaborative funding activity with OERI's National Institute on Student Achievement, Assessment, and Curriculum having the lead responsibility.

The National Center for Early Development and Learning

Contact: Don Bailey
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105 Smith Level Road
Chapel Hill, North Carolina 27599-8180
(919) 966-4250

The National Center for Early Development and Learning conducts research that will improve young children's learning and development by: identifying effective strategies for working with young children and their families; determining the state of the nation on critical issues in early childhood practices; developing partnerships with diverse constituencies; synthesizing knowledge and recommending future research directions; and translating research to practice and disseminating information to diverse audiences. The Center has six strands of research activities:

1. *Early Child Care Quality Strand*—Investigates: to what extent quality in early childhood programs for 3- and 4-year-olds affects school performance and behavior by second grade; what strategies are most effective for improving the quality of child care; what early educators consider to be quality practices and what they see as the barriers to achieving quality; what are the dimensions of quality in early intervention programs for infants with disabilities; and whether variations in quality result in variations in outcomes for infants with disabilities.

2. *Kindergarten Transition Strand*—Identifies: how early childhood experiences at home and in preschool settings influence children's transitions to kindergarten; the most prevalent kindergarten transition practices in America's schools; what teachers perceive to be the most important transition practices, and the barriers to their implementation; the state of research knowledge on kindergarten transitions and the important priorities for research and practice; and how relationship-focused programs affect transitions to kindergarten.

3. *Ecological Intervention Strand*—Examines: the unique risk factors associated with infants who have failure-to-thrive syndrome, young children who have early onset of aggressive and antisocial behaviors, and children whose families have low literacy levels; the intervention models currently used with these populations; and whether new, family-centered, community-based models of supports and services reduce risk factors and improve outcomes for these three populations of young children and their families.

4. *Early Childhood Policy Strand*—Determines: the major policy issues affecting young children and their families; how states establish and implement policies in the identified areas; and what factors facilitate or inhibit the implementation of effective policies related to young children's learning and development.

5. *Statistical Modeling of Extant and Project Data Strand*—Evaluates: how existing data sets can be used to answer new questions about early childhood development and child care practices; and the most appropriate statistical methods for analyzing complex longitudinal and cross-sectional data on young children, families, and intervention programs and models.

6. *Translation of Research to Practice Strand*—Develops and evaluates: effective strategies for disseminating research findings in different formats to diverse audiences; interprofessional development strategies and materials, using cases, technology, and other innovative means; and models for meaningfully involving families and practitioners in the research, evaluation, and dissemination activities of the Center and its collaborative sites.

New Knowledge To Be Gained: The research of the National Center for Early Development and Learning will provide early educators, policy makers, researchers, and families with new information about (1) the effects of the quality of early childhood services on children's later success in school; (2) childhood transitions and the factors that affect them; (3) how family-centered, community support systems can provide effective interventions for children at-risk; (4) how to effectively implement policy decisions at the state and local level; (5) how available data and statistical methodology can best be used to understand early childhood issues; and (6) how best to impart information on early childhood issues so that it can be most useful to those who need it.

OERI/ECI Contact: Naomi Karp, 202-219-1935
Award No: R307A00004
Project Period: 3/2/96-2/28/01

Center for the Improvement of Early Reading Achievement (CIERA)

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Learning to read is a critical aspect of school success. Further research on learning to read and teaching reading is required for informed decision-making by families and communities, teachers, administrators, and policymakers facing increasingly diverse student populations, rapidly changing technologies, higher literacy needs in business and industry, and shrinking budgets.

The University of Michigan, in collaboration with Michigan State University, is creating a research agenda to improve the early reading achievement of children. The goal is to use their collective knowledge and resources to help teachers, children, and parents become immersed in reading, excited about reading, and skilled at reading. The CIERA Center's mission is to improve the reading achievement of America's children by generating and disseminating theoretical, empirical, and practical solutions to persistent problems in the learning and teaching of beginning reading.

The University of Michigan collaborative research studies include basic research on the fundamental processes of reading. The Center will conduct research and development on the specifications of those features of curriculum and instruction that are essential to success in early reading, including oral and written language as forms of communication. Of central focus are the concepts that readers interact with the text, and the need to understand the dynamics of developing skills and knowledge that allow children to break the code and understand messages in print. The Center will focus on helping children who come to school with characteristics that may indicate risk for school failure, problems such as poverty, motivation, language differences, and lack of literacy support at home. They will study how resilient children overcome these circumstances. The Center will also examine the surrounding contexts that influence children's early reading. Specifically, they will investigate successful reading practices that link home and schools, provide community resources for family reading, and establish solid foundations with effective preschool activities. They will follow examples of best practices of their teacher partners throughout the nation as they examine effective teaching of reading in early primary grades and disseminate the results to educators.

The University of Michigan collaborative will study programs of teacher education to understand how to prepare new teachers to teach reading effectively and how staff development programs can be enhanced. Finally, they will examine the influences of policies, standards, assessments, and interventions established by state and federal agencies. The Center will study how these imposed expectations and programs affect how teachers provide reading instruction and how children respond to them. Their proposed studies analyze the impact on all levels of stakeholders so that they understand the myriad of contextual influences on children who are beginning to read.

In order to accomplish the Center's mission, the University of Michigan collaboration has organized its programs of work into six strands: (1) the reader and the process of reading acquisition; (2) individual differences; (3) home, school, and community environments; (4) classrooms and schools; (5) teacher development and student achievement in early reading; and (6) policy and assessment.

New Knowledge To Be Gained: This Center will work collaboratively on a series of research projects and development activities that gain power from bringing a variety of disciplines and research traditions to bear on reform of curriculum, instruction, and assessment. This Center will advance theory and will lead to the improvement of reading instruction and related practices. It will contribute to improving reading instruction and lifelong reading for all individuals over their life course.

NOTE: The Center is monitored by OERI's National Institute on Student Achievement, Assessment, and Curriculum with support from ECI.

OERI/ECI Contacts: Anne P. Sweet, 202-219-2043 (OERI) or Naomi Karp, 202-219-1935 (ECI)
Award No: R305R70004
Project Period: 10/1/97-9/30/01

Field-Initiated Studies Program

This program provides assistance to institutions of higher education, state and local education agencies, public and private organizations, institutions, agencies, and individuals for educational research and demonstration projects related to the mission of the National Institute on Early Childhood Development and Education.

Supporting Young Children's Readiness for School Mathematics Through a Pre-Kindergarten and Family Mathematics Curriculum

Contact: Prentice Starkey
Sponsored Projects Program
University of California, Berkeley
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Berkeley, California 94720
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This project is studying the ways in which young children's mathematical development is supported at home and in preschool classrooms and is developing methods for enhancing young children's readiness to learn mathematics. A new culturally and developmentally appropriate prekindergarten mathematics curriculum is being tested in low- and middle-income homes and preschools.

In addition, this project is evaluating instructional approaches parents and preschool teachers can use to teach the curriculum. Teachers will learn the classroom-based component of the curriculum through workshops and a functioning model classroom. Parents will learn the home-based component of the curriculum by attending Family Mathematics classes with their children at Head Start centers or preschool programs. After class, parents will take home and use math kits containing sets of hands-on math activities provided by the Math Library. The curriculum will comprise eight topical units, each with a range of informal math activities and accompanied by concrete materials. Activities will be grounded in the rich, research knowledge-base on young children's developing mathematical cognition and informed by the National Council of Teachers of Mathematics Standards (1989) as applied to mathematics curricula for lower elementary school.

New Knowledge to Be Gained: By helping parents and preschool teachers provide a broad base of support for children's early mathematical development, the project's aim is to ensure that children can begin elementary school with the critical foundation in mathematics that is needed for math educators to implement the evolving school mathematics curriculum.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: R307F60024
Project Period: 10/01/96-09/30/99

Assessing the Effectiveness of Early Parenting Education and Support Through Home Visiting for Families With Young Children

Contact: Mary Wagner
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Center for Education and Human Services
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This project supports the measurement, analysis, and reporting of the impact on children and families of the Parents as Teachers (PAT) Program from enrollment through children's second birthdays in two urban sites. Parent knowledge, attitudes, and behaviors; parent-child interactions; early child development; and later school readiness, attendance, and performance are among the outcomes that are being assessed. This study is the first step in a larger national program of research to evaluate the short- and long-term impacts of PAT using a multi-site randomized experimental design. Fund-raising activities are under way with other potential sponsors to support research in additional sites and for the extended study period desired.

New Knowledge To Be Gained: At the end of the three-year funding period, SRI will have information on the effectiveness of the PAT program in supporting families in low-income and urban areas to promote the development and well-being of their children. Knowledge will be gained regarding how the results of the program vary for families with different experiences of PAT (e.g., varied levels or lengths of service, changes in parent educators vs. a stable relationship, attendance at group meetings vs. home visits alone).

OERI/ECI Contact: Donna Hinkle, 202-219-2172
Award No: R307F60074
Project Period: 09/15/96-09/14/99

An Experimental Examination of the Effectiveness of Social Competence Curriculum With Toddler Age Children With Disabilities in Inclusive Programs

Contact: Mary B. Bruder
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(860) 679-4632

This research project is examining the effectiveness of a social competence curriculum with toddler age children (22-42 months) with disabilities attending inclusive child care programs in Connecticut. The toddlers are receiving the curriculum in natural group environments in the community (e.g., day care) for 2-4 days a week. These settings are currently being used in Connecticut as early intervention placements for children of all levels and types of disabilities by the Department of Mental Retardation. A group of children who will not participate in the curriculum, but will receive early intervention in natural group environments, is being used as a comparison group. Evaluation of outcomes occur every six months, beginning when children enter the study at 24 months and exit (because of preschool placement) at 36 months. A follow-up evaluation for all children will occur at 42 months to assess the long term effects of the curriculum. Outcome measures focus on indices of child status, family status and service characteristics. Child indices include developmental measures and social competency measures. Family indices include support measures and indices of caregiver-child interaction. Service characteristics include descriptions of the intervention setting, staffing qualifications and patterns, service type and intensity (e.g., therapies) and teacher satisfaction.

New Knowledge To Be Gained: This study will provide information about the effectiveness of a social competence curriculum with toddler age children with disabilities attending inclusive child care programs. It will provide significant information on effective inclusion strategies and the development of social competence in young children with disabilities.

OERI/ECI Contact: Donna Hinkle, 202-219-2172
Award No: R307F60087
Project Period: 10/01/96-09/30/99

Role of Family and School in Promoting Positive Developmental Outcomes for Young Children in Violent Neighborhoods

Contact: Suzanne M. Randolph
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University of Maryland at College Park
College Park, Maryland 20742
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Although educators recognize the potential negative effects of community violence, there has been little empirical research examining the effects of neighborhood violence on preschoolers, the role of family and schools in mediating its impact, or the effectiveness of early childhood anti-violence interventions. To advance theory and knowledge in these areas, this study is using a sample of African-American Head Start families to: examine the effects of exposure to community violence on preschoolers' cognitive, motor, and socio-emotional development; determine the strategies parents and teachers use to protect children from violence and help them deal with violence-related stress; and evaluate the impact of a preschool-level violence intervention program involving the school and family on children's developmental skills and behavior problems.

New Knowledge To Be Gained: Findings will provide early childhood professionals and parents with strategies and an empirically-tested intervention program to help young children prepare for, and cope with, community violence.

OERI/ECI CONTACT: Joe Caliguro, 202-219-1596
Award No: R307F60099
Project Period: 11/01/96-10/31/99

Early Childhood Education Home-School Portfolio Project

Contact: Jeanne R. Paratore
Associate Professor of Education
School of Education
Boston University
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(617) 353-3285

This project is building a home-school partnership between an intergenerational literacy program serving immigrant families and an early childhood education program through the use of home- and school-based literacy portfolios. Both programs are components of the Boston University/Chelsea Public Schools Partnership. Evaluation data will be collected from 90 families of Pre-K, kindergarten, first grade, and second grade children whose parents are enrolled in family literacy classes and 90 early childhood education teachers. The data will be collected from four sources: (1) pre- and post-study questionnaires; (2) interviews with a random selection of 30 parent-teacher pairs at three points throughout the study; (3) audiotapes of conferences of 30 of the parent-teacher pairs; and (4) examination of home and school literacy portfolios.

New Knowledge To Be Gained: This project will add to existing knowledge in the area of effective home-school collaborations in early childhood education by offering strategies for immigrant families to use when learning about American schools and the ways that families can support their children's learning. Also, early childhood teachers will learn about the ways in which students and their families use literacy activities at home to better integrate school activities and build on home support to improve children's learning.

OERI/ECI Contact: Carol Sue Fromboluti, 202-219-1672
Award No: R307F60011
Project Period: 10/01/96-09/30/99

Long-Term Benefits of Intensive Early Education for Impoverished Children

Contact: Frances Campbell
Frank Porter Graham Child Development Center
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Chapel Hill, North Carolina 27599-1350
(919) 966-4295

The funded research addresses long-term outcomes of the Abecedarian Project, a randomized trial of intensive early educational intervention that began in the early infancy of the child participants. The study sample (98 percent African American) originally consisted of 111 children born to 109 low-income families. The children were at-risk for suboptimal intellectual development and academic failure because of conditions associated with poverty. Because part of the long-term follow-up of this sample was funded by other sources, including the Bureau of Maternal and Child Health, the new funds are being used to expand the work. Two meetings of nationally recognized experts will be held to advise on analysis and interpretation of the findings, to extend the qualitative aspects of the research. A professionally prepared brief report of the findings will be prepared suitable for dissemination to agency heads, legislators, and educators.

New Knowledge To Be Gained: The Carolina Abecedarian Project was a preschool educational program for infants from low-income families who were randomized into intervention and control groups. Children in both groups received social services and nutritional intervention in a child care center from infancy to age 5. A curriculum developed especially for this program focused on cognitive and fine motor development, social and adaptive skills, language, and gross motor skills with the primary emphasis on language development. Parents served on an advisory board and attended periodic parent meetings and social events. At every age of assessment, from 18 to 54 months, children who attended the preschool scored significantly higher than controls on measures of cognitive development.

In two previous follow-up studies of these children, at ages 12 and 15, the positive effects of the preschool program on children's intelligence test performance and on academic achievement tests were maintained, and in some cases became stronger. No effects of the kindergarten to second-grade intervention on reading or math scores endured. This study did not collect delinquency or crime data in these earlier follow-ups, but is doing so now, during this 21-year follow-up of the Abecedarian children.

OERI/ECI Contact: Carol Sue Fromboluti, 202-219-1672
Award No: R306F60201
Project Period: 09/01/96-02/28/99

Individualizing Developmentally Appropriate Practices for Preschool Children With Disabilities

Contact: Gerald Mahoney
Family Child Learning Center
Children's Hospital Medical Center
143 Northwest Avenue, Bldg. A
Talmadge, Ohio 44278
(330) 633-2055

The Children's Hospital Medical Center of Akron's project, entitled "Individualizing Developmentally Appropriate Practices (DAP) for Preschool Children with Disabilities," is comparing two alternative instructional procedures for individualizing DAP curricula to the educational and developmental needs of young children with disabilities. Currently, two contrasting approaches are being advocated to include children with disabilities in DAP preschool settings. One approach retains the elements of traditional Early Childhood Special Education (ECSE) practices that are believed to be essential for educating children with disabilities, and weaves these into the activities and routines associated with DAP curricula. The second approach abandons traditional ECSE practices altogether, and attempts to modify DAP curricula to accommodate the individual learning and developmental characteristics of children with disabilities. This field-based research project is examining four issues related to these approaches. First, it is looking at the impact of these alternative models on the instructional behavior of teachers including their interactive style, daily activities, Individualized Educational Plans (IEP), and the inclusion of individualized instructional activities into the daily routine. Second, it is examining the impact of these models on children's participation in instructional and social activities. Third, it is examining how these alternative approaches impact several child outcomes including IEP goals, developmental accomplishments, and parent-child interaction. Fourth, it is looking at how classroom, teacher, and child variables influence the ability of teachers to address the individual learning and developmental needs of children with disabilities.

New Knowledge To Be Gained: This project will enhance the implementation of Developmentally Appropriate Practice curriculum models with young children with disabilities and assist in enhancing the quality of the educational experiences provided to children with disabilities in mainstreamed settings.

OERI/ECI Contact: James Griffin, 202-219-2168
Award No: R307F60050
Project Period: 10/01/96-09/30/99

Improving Educational Readiness Through Theory-Based Interventions Focused on Enhancing Resilience for Our Youngest At-Risk Children

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The current home visiting model is based on a deficit model. The home visitor shows parents what is wrong with their children and provides guidance on how to correct the problem. Utah State University is designing, implementing, and evaluating the effectiveness of a different model—a paraprofessional home visiting model based on the concept of resiliency and related child development theories. This project is testing a resiliency model which is based on preventive intervention that will reduce the probability of later child behavioral and academic problems. This project is in collaboration with Utah's Families, Agencies, and Communities Together (FACT) Prenatal to Five Project, an ongoing, state-funded program that targets environmentally at-risk children, prenatal to age five, and their families. The primary outcome will be a secure attachment between each caregiver and child. Home visitors trained in a resiliency-based model will identify and facilitate intervention strategies that promote secure attachments between caregiver and child. Strengthening child outcomes at these early ages will have longitudinal benefits that result in fewer behavior problems and better academic skills.

New Knowledge To Be Gained: This project will provide detailed information about what happens during home visiting interventions. In addition, it will provide several contributions to theory, the knowledge base, and the effectiveness of different intervention approaches for children environmentally at risk.

OERI/ECI Contact: James Griffin, 202-219-2168
Award No: R307F60047
Project Period: 10/01/96-09/30/99

Promoting Children's Language Development in Head Start Classrooms: Explorations with Collaborative Research Teams

Contact: Jeanne Wilcox
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This study is a collaborative effort between Arizona State University's Infant-Child Communication Research Programs and Southwest Human Development. The latter is a private, non-profit agency that provides comprehensive services, including Head Start, to young children and their families.

The overall purpose of the project is to develop and evaluate a full partnership, research-to-practice model designed to facilitate the integration of validated language enhancement strategies into preschool children's everyday environments. Collaborative research partnerships will be formed with the parents, Head Start teachers, aides, and university researchers. The partnership model design has four research phases: (a) identification of specific practice concerns and associated research questions; (b) development and implementation of a research action plan; (c) analysis and review of the results with reformulation of the research questions, as needed; and (d) development and replication of a replication plan. This will allow for the translation of research protocols into practice by individual teachers, thus making it possible to meet specific needs of children and parents. All research activities will take place in Head Start classrooms operated by Southwest Human Development, with 60 children participating. During the replication phase, participants will be recruited from among the 126 classrooms and 2500 children served in Head Start classrooms operated by the City of Phoenix.

New Knowledge To Be Gained: The objectives of the research are to: (a) promote Head Start children's language development, with an emphasis on beginning school with essential language-based learning strategies; (b) link Head Start classroom practices with the children's homes; and (c) investigate the effectiveness of the collaborative research teams.

OERI Contact: Naomi Karp, 202-219-1935
Award No: R307F0081
Project Period: 09/30/97-09/30/00

Assessing Low-Income Children's Changing Environments and Effects on School Readiness

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PACE, School of Education
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(510) 642-7223

The University of California is tracking at least 250 mothers with preschool-age children who receive welfare in two impoverished communities in Tampa, Florida. The study will assess changes in developmentally relevant facets of the home environment and in non-parental child care and preschool settings during welfare reform implementation. A parallel data site in San Francisco, working under the same research design, is being supported by the Packard Foundation and a third data site in Connecticut will be established if funding is obtained.

Year 1 will include a validation study to determine which telephone interview measures asked of child care and preschool providers are most strongly correlated with observational measures of quality. The project supports two rounds of data collection over a three-year period on: (1) baseline and changes in home environment, including the nature of time spent between mother and child and developmental practices; (2) the type and quality of non-parental child care settings selected as mothers begin work or training; and (3) children's early cognitive growth, social development, and health status over the age span of 3 to 6 years of age. Packard Foundation funds will support a third round of data collection.

New Knowledge To Be Gained: The study investigates how early learning settings of young children already at risk of future school failure may be reshaped by welfare reform and the ongoing devolution of public early childhood support. It empirically examines how variability in neighborhoods, especially their early care and education infrastructures, may condition parents' decisions and effect children's early learning and school readiness.

OERI/ECI Contact: Donna Hinkle, 202-219-2172
Award No: R307F70073
Project Period: 10/1/97-9/30/00

Parenting Through Play for School Readiness

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70 Birch Hill Road
Weston, Connecticut 06883-1712
(203) 277-7555

This project will develop, test, refine and nationally disseminate a video-based program for use in training low-income parents and other caregivers. The video will engage 3–5-year-old children from low-income families in highly motivating play techniques which research has shown to enhance children's key cognitive, social and motor skills for school readiness.

The curricula developed by the co-applicants will be adapted into a "beta" test version of the training program. The beta test version with experimental and control groups of low-income parents/caregivers, will measure their preschool children's ready-to-learn skills before and after intervention. The program will be refined accordingly and then tested with a demographically-diverse, representative national sample. Once a statistical analysis demonstrates effectiveness, 2500 copies of the complete video-based training program will be distributed nationally. An online web site will be established and a national evaluation will be conducted.

By disseminating free copies of an empirically-tested training video and the accompanying printed manual the project will help to train large numbers of parents and caregivers in simple, effective techniques to improve low-income children's school-readiness skills.

New Knowledge To Be Gained: This project will improve early childhood learning by fully applying video, text, graphics and online media to develop an empirically-tested, low-cost, easily replicable program to train parents and caregivers of low-income preschoolers. The goal is to foster children's ready-to-learn skills, through proven techniques such as those presented in the *America Reads Challenge Ready*Set*Read Early Childhood Learning Kit*.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: R307F70031
Project Period: 10/1/97-9/30/99

Home Activity and Play Intervention

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The University of Colorado Health Sciences Center in collaboration with the University of Denver, will develop, implement and evaluate an early intervention service that: facilitates young children's developmental progress and intellectual growth through play and family routines, and increases parental involvement in their children's learning. Historically, coordination of intervention for children with developmental disabilities has been impeded by a number of barriers to providing transdisciplinary, functionally-oriented, parent-directed services. Barriers include excessive focus on specific treatment techniques, and strong beliefs by professionals in the value and importance of their "own" intervention goals and strategies. This project will playfully integrate into the child and family's typical daily routines interventions which are based upon functional goals. In this project, at least 54 children and families will receive intervention through the Home Activity and Play Intervention (HAPI) model. Entry and exit data will be collected and compared to a contrast group of 54 children who will receive intervention through currently existing services.

New Knowledge To Be Gained: The HAPI group will demonstrate a more effective way to incorporate interventions into the family's daily routines that promote increased developmental gains and functioning as well as increased satisfaction on the part of families.

OERI/ECI Contact: Carol Sue Fromboluti, 202-219-1672
Award No: R307F70045
Project Period: 9/1/97-8/31/00

The Effects of Discrepancies in School Readiness Expectations on Young Children Living in Poverty

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Universal school readiness has been embraced as a national education goal. While experts debate what school readiness is and how it should be assessed, parents, preschool and kindergarten teachers put into daily practice their explicit and implicit expectations regarding the attitudes and attributes children need to be ready to succeed in school. Unfortunately, there is little communication among them, and research suggests there are disparities in their readiness expectations. To build a common vision of readiness and strengthen connections between families, preschools and schools that ease children's transition to school and promote school readiness, communities need to better understand the impact of these diverse expectations on young children, particularly in high poverty areas. This study addresses these issues by adopting a collaborative, community-based approach to studying the impact of discrepancies in the readiness expectations of parents, preschool teachers, and kindergarten teachers on children's transition to kindergarten and on their kindergarten teachers' ratings of their school readiness. Data will be gathered from the parents, preschool teachers, and kindergarten teachers of 85 randomly selected ethnically diverse preschool children who attended a Head Start program and are now entering kindergarten in two high-poverty school districts in New York City.

New Knowledge To Be Gained: Results will inform the national dialogue on school readiness by highlighting its ecological context.

OERI/ ECI Contact: James Griffin, 202-219-2168
Award No: R307F70010
Project Period: 10/1/97-9/30/99

Engagement as an Outcome of Program Quality

Contact: R. A. McWilliam
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The University of North Carolina-Chapel Hill is studying 68 infants and toddlers and 68 preschoolers who attend child care centers in central North Carolina for an average of at least six hours a day. The study is measuring relationships among child age, temperament, child engagement, home environment, socioeconomic status, child care center classroom quality, and children's developmental outcomes.

The study measures child engagement four times with the E-Qual, a method for continuous coding of observed engagement, and assesses children's development at the beginning and end of the school year. The Infant-Toddler Environmental Rating Scale and the Early Childhood Environmental Rating Scale, child-staff ratio, staff qualifications, and the lead caregiver's interaction style are used to measure child care classroom quality.

New Knowledge To Be Gained: The purpose is to understand the relationships among child care quality and how children spend their time in child care centers, how quality mediates the effects of child and family variables on child outcomes, and how engagement moderates the effects of quality on child outcomes. The study is based on the premise that child engagement (i.e., the amount of time children spend actively involved with adults, other children, and materials) is useful for determining the impact of different levels of child care quality. Increased understanding about engagement is expected to contribute to theory and knowledge in the area of child care quality, since it provides a basis for looking at what children do in child care settings.

OERI/ECI Contact: Donna Hinkle, 202-219-2172
Award No: R307F70099
Project Period: 10/1/97-9/30/00

Small Business Innovation Research Program

The purpose of this program is to stimulate technological innovation in the private sector, strengthening the role of small business in meeting Federal research and development needs, increasing the commercial applications of Department of Education-supported research results, and improving the return on investment from Federally funded research with economic and social benefits to the nation. Sponsored activities investigate factors to improve the social-emotional and cognitive development, physical health, and general well-being of children from birth through age eight.

Parent-Child Video-Print Mentoring Packages

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Long term student achievement is greatly affected by early family influences. However, many parents do not have knowledge or skill for facilitating early child development. The project is designed to develop and field test instructional materials for parent-child mentoring. The "user friendly" combination of instructional text and videotape is designed to test the effectiveness of multimedia instruction of parent-as-teacher. Phase I instructional materials are designed to provide naive parents with field tested self-help materials necessary for giving children an early educational start. Phase II would enable development and longitudinal testing of additional levels of content and types of content packages.

Parent instruction videotape programs have been successfully developed for some special problem topics such as emotional behavior disorder. Scripted videotape-print packages can be used in a variety of settings; from home to small support groups, and the delivery could be by paraprofessional facilitators. This is a form of distance education, which for higher education is a fast growing national trend. The first five tape packages will focus on early childhood needs that are identified by a field-level consultant.

Benefits To Be Gained: By using video-print educational packages, parents can mentor their children in a variety of learning tasks; from basic school preparation to enrichment skills. These materials will provide technical and material support for a needs based family centered early childhood intervention, while fostering the skills and competencies of parents. Both at-risk and general population parents are potential consumers. Voice over video and print materials will be available in English and Spanish.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: 13-2
Project Period: 9/30/97-3/29/98

Tap-n-Sing: Personal Computer Software to Foster and Develop Early Childhood Reading Skills

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Learning to read in the primary and early elementary grades is one of the most important developmental tasks needed to survive and flourish in our society. This project will use innovative interactive technology known as Tap-n-Sing to foster the development of early childhood reading skills in the school and home setting. Tap-n-Sing provides an interface with which young children can control the display of words that are synchronized with songs by simply tapping a finger on a computer keyboard. This new level of interactivity with computer-based literacy materials has great promise for engaging children in early reading skills and sustaining practice. Phase I research plan will build new knowledge about the relationship of Tap-n-Sing interactivity with early childhood reading practices. The project will test methods and instrumentation for scientifically testing and verifying the influence of Tap-n-Sing usage on early childhood reading ability. Phase II will focus on making enhancements to the software itself, based on the critical design information found in the Phase I studies.

Benefits To Be Gained: The results of Phase I will provide data to support understanding the potential and effectiveness of using the prototype Tap-n-Sing user interface with the development of early childhood reading skills. Phase II will focus on making enhancements to the software itself, based on the critical design information found in the Phase I studies. In addition, Phase II research will focus on laying a foundation for advancing the innovative technology of interactive music as a key educational technology.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: 13-5
Project Period: 9/30/97-3/29/98

Using the Internet to Supplement Early Childhood Learning and to Support Parents, Teachers, and Child Care Providers in Furthering That Learning

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This project will test the use of the Internet for open, real-time parent-teacher communication; produce a prototype Internet-deliverable parenting skills program; produce a prototype computer skills program for parents and teachers; test the possibility for teacher production of supplemental educational software programs delivered by Internet to students; and examine the feasibility of an Internet resource center for center-based and home-based child care providers.

Benefits To Be Gained: The anticipated results include the development of an Internet resource center for center-based and home-based childcare providers; publishable parenting skills and computer skill development programs deliverable via the Internet; and Internet-delivered software programs suitable for the physical, social, emotional, and cognitive development of children ages two through eight. The program should make Internet-delivered early childhood programming easily accessible by parents, teachers, and childcare providers. The lessons learned about the effective development of such programming should make the development of commercially-profitable Internet-delivered training for young children much more attractive to many organizations.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: 13-11
Project Period: 9/30/97-3/29/98

Interactive Multimedia To Enhance Parenting Skills of Adolescents and Adults with Young Children

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This project will develop and evaluate interactive multimedia for enhancing parenting skills of adolescents and adults with children ages 2–4. Interactive multimedia is the integration of text, graphics, and audiovisual media with computer-based information retrieval techniques. This will enable users to view information in a nonlinear, intuitive manner. Phase I technical objectives include development of instructional content and scripts for video portions of the program, integration of the content with multimedia presentation technology, and evaluation of the Phase I system with regard to usability and knowledge gain. In Phase II, additional instruction will be developed for parents with children from prenatal to eight years of age. Phase II evaluation will entail assessment of changes in knowledge, attitudes, and behavior with regard to more traditional methods of instruction.

Benefits To Be Gained: The Phase I program will be a complete multimedia program on rearing children ages 2–4 and will serve as a model for the development of additional instruction in Phase II. Feasibility in Phase I will be established by successful development of a proof-of-concept system on Windows and Macintosh computing platforms and detailed assessment of system usability using documented interactive multimedia evaluation methodologies. Potential markets for the proposed program include social service agencies, schools, health care providers, and home users. A potential mode of delivery for the program is through the loaning or rental of laptop computers to members of the target population by social service agencies and other entities.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: 13-12
Project Period: 9/30/97-3/29-98

21st Century Community Learning Centers Program

This program supports projects in rural and inner city Local Education Agencies (LEAs) to enable them to plan, implement, and expand community learning centers that benefit the health, education, cultural, social service, and recreational needs of the community. The first grants under this program were awarded in fiscal year 1995. Subsequent funds appropriated for this program have been used to continue these grants.

21st Century Community Learning Centers Project

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The Chicago Public schools, in collaboration with the City of Chicago, are implementing 25 schools as 21st Century Community Learning Centers in those areas designated as the Empowerment Zone. The activities being undertaken are aimed at increasing levels of literacy; sponsoring coherent programs of education, health, social services, recreational, and cultural activities; expanding school programs; increasing technology awareness and capability; increasing parenting skills; and implementing employment counseling, training, and placement. The principals in the 25 participating schools, in consultation with their local school councils, will determine the activities most likely to meet their community needs, and will formulate their implementation strategies accordingly. To ensure maximum use of available resources, site-based plans will favor schools working as consortiums to deliver services, will link activities to ongoing state Chapter I and Title I programs and to city-sponsored activities. The 21st Century Community Learning Centers project presents the City of Chicago and the Chicago Public Schools with unique opportunities to collaborate in the development of healthy neighborhoods in which individuals and families can reach their highest potential.

Benefits To Be Gained: Benefits include expanding access to state, federal, and local programs to community residents and forging stronger links among schools and communities.

OERI/ECI Contact: Veda Bright, 202-219-2016
Award No: R287A50014
Project Period: 10/1/95-09/30/98

Clinton County 21st Century Community Learning Center

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Clinton County Schools, located in the deprived portion of Kentucky Highlands rural Empowerment Zone, is implementing a 21st Century Community Learning Center. The Center is offering services centering on the use of interactive telecommunications for education and professional training, including related services (health, nutrition, recreational, summer, cultural and career or job development programs). The distance learning center is directly connected to Berea Community School, with Berea being the hub-site. The Learning Center has the ability to connect directly to Berea College and other school districts across Kentucky. The Learning Center staff are being assisted in planning and carrying out activities by numerous individuals representing the Empowerment Zone, cooperating colleges, and committees, agencies, and councils that are broadly representative of the community. The Center will promote improved economic opportunity, comprehensive community development, and enhanced overall quality of life in the community. It will greatly benefit the educational, health, cultural, employment and placement, and recreational needs of the community. In addition, the Center will serve as a focal point for cooperative efforts of Clinton County's existing services, programs and agencies to improve opportunities and the quality of life in the community. More than 500 individuals, most with no previous opportunity to participate in equivalent activities, will be served annually.

Benefits To Be Gained: Benefits to be gained are (1) increased access to 21st century jobs, job training, and other educational opportunities; (2) development of an educational system that will increase the high school graduation rate to 90 percent by 2004; and (3) increased opportunities for better access to higher education.

OERI/ECI Contact: Seresa Simpson, 202-219-1591
Award No: R287A50006
Project Period: 10/1/95-09/30/98

Project Link

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The Starkville's "Project Link" is expanding existing services of their "Family Center" by addressing the needs of 500 additional participants residing in poverty in Oktibbeha County. Project Link offers comprehensive programming to provide lifelong learning and support services to families. Services are being provided using a case management approach designed to enhance the physical, social, and educational development of low-income families. Young children through adults are involved with a continuum of programming in a comprehensive effort to break the cycle of poverty. Quality educational, day care, social, and health services are provided for children while adults are given assistance in the areas of literacy, parenting skills, employment counseling, training, and placement. Identified families participate in a comprehensive needs assessment and a Family Service Plan (FSP) is developed by a Case Manager, Family Specialist, and Family Counselor. Services are coordinated with programming offered within the school district and other local community agencies. An Advisory Council forms linkage with the community and serves to guide the program operation.

Benefits To Be Gained: Benefits to be gained are the expansion of available services provided by the Starkville Family Center, specifically cross-agency training and information sharing. The expansion of services will reach an additional 500 participants in Oktibbeha County.

OERI/ECI Contact: Veda Bright, 202-219-2016
Award No: R287A50031
Project Period: 10/1/95-09/30/98

Safe Passages

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Community School District 13, with the support of various agencies, educational institutions, government programs, and businesses, is implementing one main Community Learning site at a junior high school located within the District, with six technologically-linked, satellite learning centers located at six "feeder" elementary schools. Brooklyn is targeting at-risk residents of the Bedford Stuyvesant Community (within the borough of Brooklyn) so they can gain information about, and access to, resources needed for literacy, social, recreational, and physical well-being. Parents of children enrolled in Community School District 13 programs for children (as young as two years old) participate in a supportive project that will assist them with a variety of services and self-development needs until the child is ready for the transition to high school. The program is designed to reach members of the community who are not linked to the school and, therefore, are not necessarily in contact with an intervening agency. Some highlights of the project include: recruiting, hiring, and training unemployed parents to serve as community resource specialists; installation of a Community Mapping Program database, accessible at each site, to provide information about services within the community; an on-line network between the seven learning sites and the downtown Brooklyn Training and Employment Council; a television series of parent education programs and; training and technical assistance in using technology for information access and in-depth skill development through collaborations with technology-based businesses.

Benefits To Be Gained: The benefits to be achieved through "Safe Passages" are: increased utilization of services within the community; increased levels of technological competence in a significant number of Bedford Stuyvesant residents; increased knowledge about parenting and child development; and increased access to employment-related information, training, internships, and placements.

OERI/ECI Contacts: Veda Bright, 202-219-2016 or Seresa Simpson, 202-219-1591
Award No: R287A50040
Project Period: 10/1/95-09/30/98

21st Century Community Learning Center at Edison/Fareira

Contact: Ethel K. Goldberg
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The School District of Philadelphia is implementing a Community Learning Center at the Thomas Edison High School/John Fareira Skills Center (Edison/Fareira), located in one of the most economically depressed areas of the city. By adding new services to an existing center they will provide more comprehensive and integrated programs to the community. The Center, in collaboration with a nearby city-operated Family Center, will provide academic, vocational, health, social service and cultural programs. While the Family Center focuses primarily on health and social services, the community learning center will concentrate primarily on adult education, vocational counseling, training and job placement, leading to community economic revitalization and empowerment. Working together the following components are being implemented: case management and referrals for needed social service; adult basic education and literacy instruction; expanded library service hours for the community; vocational training in telecommunications and technology; and employment counseling and placement. The project is using Edison/Fareira's computer facilities, television production studio and library to offer training in computer service and repair and multimedia technology and telecommunications. To insure community involvement and participation in this project, the School District has contracted with ASPIRA, a community-based organization, to assist in administering the project's activities in addition to providing other services. In addition, this project will coordinate existing efforts of various community agencies. The enhancement of existing initiatives and the addition of new services will enable the center to provide more comprehensive and integrated programs to the community in an effort to better meet its needs.

Benefits To Be Gained: The benefits to be gained under the adult basic education and literacy component of this project will be the improvement of participants' basic language and mathematics skills, literacy, and English proficiency and, if necessary, aide in obtaining a GED. Increases in parental literacy directly affect the language development of their young children.

OERI/ECI Contact: Seresa Simpson, 202-219-1591
Award No: R287A50019
Project Period: 10/1/95-09/30/98

Sebastian Community Learning Center

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Lyford Consolidated Independent School District is implementing a Community Learning Center in economically depressed Willacy County in the Lower Rio Grande Valley of Texas to provide services to all individuals who need the services. Lyford will also actively recruit participants so that they can avail themselves of the services during the day, night, and on weekends. They are addressing the following needs: literacy - because many adults still do not speak, read, or write English and because of the influx of recent immigrants from Mexico; telecommunications and technology - because of the need to keep up with the latest advancements in these areas to escape the economic depression of the area; parenting skills - because of the number of teenage pregnancies and because so many adults themselves need parenting skills to help their children break out of the cycle of children having children; and employment counseling, training, and placement - because of their high unemployment rate. Lyford hopes to break the cycles of ignorance and unemployment by providing needed social as well as educational services.

Benefits To Be Gained: Benefits to be gained from this grant are: (1) By increasing the literacy rate of parents in the District, the students will recognize the importance of education and be better prepared to enter the work world after completing their education; (2) By receiving telecommunications and technology education, the participants will be better prepared to be successful in today's society because of the mass telecommunications and technological advancements; (3) By providing parents parenting skills, their children will be better nourished, healthier, and educated; and (4) By providing employment counseling, training and placement, participants will stand a better chance of finding a job, thus reducing the unemployment rate.

OERI/ECI Contacts: Veda Bright, 202-219-2016 or Seresa Simpson, 202-219-1591
Award No: R287A50039
Project Period: 10/1/95-09/30/98

The Institute's Sponsored Projects Program

This program funds targeted research efforts of immediate need that cut across the interests of one or more Institutes or Federal agencies.

High Performance Learning Communities

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This project brings together three diverse perspectives on education reform: that of a district superintendent; that of a scholar of education policy, institutional organization, and change; and that of a cognitive scientist. Each brings to the collaboration a team of colleagues who will test, through collaborative design and systematic monitoring of results, a theory-based set of principles and tools for creating and sustaining high-performance learning environments.

This project builds on the work of Anthony Alvarado, Superintendent of Community School District 2 in New York City. Alvarado has brought to his superintendency a distinct theory of school improvement that places professional development at the heart of a system-wide administrative strategy calling for continuous upgrading of teaching practice and learning results. Alvarado's design principles focus on mobilizing people in the service of instructional improvement. His strategy is to avoid "projects," which tend to isolate and balkanize new ideas, and instead to make every principal and every teacher responsible for instructional improvement. The goal is a process of continuous improvement in every school, eventually reaching every classroom.

This project is a multi-level, multi-year, multi-stage process of extending District 2's current professional development and instructional improvement strategy from a primary focus on content-driven improvement to a broader, standards-based effort organized around (a) a coherent theory of learning; (b) explicit performance standards; and (c) new assessments of student learning calibrated to the standards. This process combines systematic research at the classroom, school, and system levels, with attention to interaction across levels; it monitors the progress and emerging problems of the new strategy; and it feeds back systematic research to serve as the basis for improving the strategy. This combination of research and improvement requires a unique area of skills and expertise. It requires knowledge of systemic change at both theoretical and practical levels. It requires deep knowledge of teaching and administrative practice that can only be gleaned from practitioners who are directly, daily involved at the classroom, school, and district level. And perhaps most importantly, it requires continuous discourse among researchers and practitioners on their observations and interpretations of what is happening in the system.

New Knowledge To Be Gained: By bringing together educators with varied backgrounds and specialties, this project will (a) establish in one urban school district an institutional structure and functioning professional norms that result in substantially improved learning by all the children in all the district's schools (b) develop tools to support continuous professional development at all levels of the system; (c) carefully document and analyze the work and its effects on student achievement; and (d) begin a systematic process of helping other districts use the principles and tools developed in the course of the project.

OERI/ECI Contact: Naomi Karp, 202-219-1935
Award No. RC96137002
Project Period: 10/1/96-9/30/01

Young Children's Synthesis and Profile Project

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This project is in collaboration with the National Institute of Child Health and Human Development and the Office of Planning and Evaluation in the Department of Health and Human Services.

Over the past 25 years, the early childhood field has established a cumulative knowledge base related to young children's development, the important role good health plays in future learning, and how families, early education and child care, and the general community may contribute to school readiness. This knowledge contributes to the mission and overall design of current public and private initiatives for young children. From initiatives such as Healthy Start and Head Start we have learned much about developmental issues, how to evaluate the efficacy of such programs, and how to design and target interventions towards groups of young children and families. However, past and current initiatives never have been studied in terms of their relevance for future programs, nor in terms of implications for future research, practice, and policy.

The Young Children's Synthesis and Profile Project will conduct an in-depth study and knowledge synthesis of national early childhood initiatives. The project will result in an integration of work and a compilation of lessons learned rather than an encyclopedia of all projects conducted over the past 25 years. All projects to be synthesized will focus on improving child or family well-being. The work will include initiatives designed for children from birth through eight years of age. Specific outcomes of interest for children will be studied and defined in terms of readiness for preschool and school. Readiness includes physical health, cognitive development, social skills, and emotional health. Family well-being will also be examined as an important outcome in and of itself, as well as a contributor to the well-being of children. The initiatives to be studied fall into two categories: (1) Major longitudinal studies of children and families, focusing on how America's children grow and become ready for school and beyond; and (2) Major demonstration programs that exist or are beginning.

The Young Children's Synthesis and Profile Project will have a Steering Committee comprised of representatives of child and family advocacy organizations, researchers, and program administrators. Resulting products will be prepared in a variety of printed and electronic formats, targeted at a variety of audiences.

New Knowledge To Be Gained: Through a synthesis of the literature, interviews with key early childhood researchers and policy makers, and an in-depth study of current early childhood programs, the field will have new knowledge that will:

summarize what has been learned from past national initiatives on the well-being of young children, in terms of physical health, cognitive growth motivation, social competence, language development, emotional health, and relationships;

provide descriptions of what has been learned about family well-being as it relates to the well-being of young children;

determine what can be learned from current initiatives, including developing a profile of current initiatives;

recommend profitable directions for current initiatives; and

recommend future research, practice, professional development, and policy directions based on the knowledge synthesis.

OERI/ECI Contact: Naomi Karp, 202-219-1935
Interagency Agreement Number: IAD-96-0824
Project Period: 09/39/96-09/29/98

The Relationship Between Early Nonparental Child Care Quality and Later School Readiness: The Project on Human Development in Chicago Neighborhoods

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This interagency agreement between the National Institute on Early Childhood Development and Education (ECI) and the National Institute of Justice (NIJ) supports a multi-level longitudinal study that examines the interactions of personality, family, and school characteristics on school success and achievement, and antisocial behavior and drug abuse. The study follows age graded cohorts of children in the contexts of urban neighborhoods throughout the city of Chicago.

The Harvard University School of Public Health is conducting the data collection. The Early Childhood Institute is supplementing this project to examine the relationship between quality of early nonparental child care and later readiness for school. This supplement supports the following additional data collection tasks; observational and caretaker ratings of child care quality of the age 0,3, and 6 cohorts; measurement of children's reading abilities for the age 0 and 3 cohorts; and measurement of children's language development for the age 0 cohort.

New Knowledge To Be Gained: This epidemiologically-based longitudinal sample of children and families from diverse Chicago neighborhoods will provide in-depth information on how child, family, and community characteristics affect the relationship between the quality of nonparental care in early childhood and later school readiness and adjustment.

OERI/ECI Contact: James Griffin, 202-219-2168
Interagency Agreement No: IAD-97-0980
Project Period: 9/30/97-8/14/01

Educational Profile of Three to Eight Year Old Children of Immigrants: The Health and Adjustment of Immigrant Children and Families Project

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More than a million foreign-born children came to the United States from 1987 to 1990. Immigrant children and their families tend to receive a patchwork of services, with eligibility dependent upon the conditions under which they entered the United States. The health and development of immigrant children and their families has become an issue of considerable interest to policymakers and practitioners.

The National Academy of Sciences' Committee on the Health and Adjustment of Immigrant Children and Families is currently sponsored by the U.S. Department of Health and Human Services, the Rockefeller Foundation, the Carnegie Corporation of New York, and the W.T. Grant Foundation. This committee will conduct a study that synthesizes data on, and develops a framework for, clarifying what is known about the differential health and education outcomes of various immigrant groups, the varying trajectories that now characterize the development of immigrant children, and the effective delivery of health, mental health, child care, and educational services to these groups. In addition, the ECI has entered into an interagency agreement with the National Institute on Child Health and Human Development (NICHD) to support additional work on the Health and Adjustment of Immigrant Children and Families Project. This project will synthesize the relevant research literature and support the secondary analysis of existing data sets to supplement the available research on immigrant children and families. It will specifically look at proficiencies of immigrant children and at the implications the data has for public school policies.

The Committee on the Health and Adjustment of Immigrant Children and Families plans to publish an edited volume based on secondary data analyses and a standard National Research Council final report. The ECI will contribute to both of these publications information regarding the early childhood educational and child care experiences of immigrant children.

The ECI will provide a book chapter for the edited volume which examines the child care, preschool participation, and school adjustment of first and second generation immigrant children ages three through eight and their families using data from the 1996 National Household Education Survey (NHES).

New Knowledge To Be Gained: Examples of the types of information which will be included from the 1996 NHES data set for immigrant and nonimmigrant children include: child care experiences; school experiences and type of school attended by children; educational activities at home; parental involvement in school activities; and demographic characteristics of parents and households.

OERI/ECI Contact: James Griffin, 202-219-2168
Interagency Agreement No: ID-97-0981
Project Period: 7/30/97-9/30/97

The Effect of Comprehensive Interventions on Young Children's Learning and Development

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At the end of Fiscal Year 1995, the Substance Abuse and Mental Health Services Administration (SAMHSA), in the U.S. Department of Health and Human Services, awarded grant supplements to eight demonstration communities in order to provide intense, comprehensive health, substance abuse prevention and substance abuse treatment, and mental health services to children from birth through seven years of age and their families. These children have been identified as high risk because their families have, or are at-risk of having, substance abuse or mental health problems. The programs previously were serving families and older children. The supplements provided for interventions with children from birth through seven years of age.

In addition to providing actual service interventions to the children and families, SAMHSA funds are used to conduct a cross-site study to determine if the comprehensive interventions are improving the young children's mental health outcomes. The eight sites are located in Birmingham, AL; Los Angeles, CA; Flint, MI; Tucson, AZ; San Jacinto, CA; Parsons, KS; Columbia, SC; and Broadview-Riverview, IL. Approximately 500 families and children are served across the eight sites. Currently, the evaluation plans at the sites do not call for quantitative and qualitative assessments of the children's learning and development as related to school readiness and implications for education and development.

The National Institute on Early Childhood Development and Education (ECI) is contributing funds to SAMHSA in order to conduct a quantitative and qualitative study of children served in a select number of sites. With ECI support, the National Technical Assistance Center for Children's Mental Health at the Georgetown University Child Development Center, and Mathematic Policy Research in Princeton, NJ, will determine if and how the intensive mental health, substance abuse prevention and substance abuse treatment, and health interventions affect the young children's learning and development. This work will gather baseline data related to the recently-funded sites. Years two and three of this agreement will collect data at sites that will be funded by SAMHSA early in Fiscal Year 1997.

In order to carry out the ECI portion of the study in the most rigorous and effective manner, a Steering Committee will be convened. The Steering Committee will consist of up to six members who are interdisciplinary early childhood researchers, service providers, and parents of young children. The Committee will develop criteria for selecting which of the eight sites will be studied, determine the appropriate measures to use with the sample of young children, identify the types of learning and development outcomes to measure, and serve as on-going resources to the project. In addition, ECI funds will cover the costs related to interviewing randomly selected families, analyzing data at the selected sites, assessing randomly selected children, and preparing the findings in different formats for a range of audiences.

Benefits To Be Gained: As a result of this research, we will have a better understanding of what types of interventions and supports work best to enhance school readiness in young children who are at-risk because of their families' substance abuse and mental health problems. We also will have a set of qualitative studies that document and describe how families and young children respond to intensive supports and interventions.

OERI/ECI Contact: James Griffin, 202-219-2168
Interagency Agreement Number: IAD-96-0820
Project Period: 09/30/96-09/29/99

Project Jump Start: A Preschool Approach to Reinventing Education

Contact: Marty Bell
Community Development
Jefferson County Public Schools
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Louisville, Kentucky 40232-4020
(502) 485-3949

Jefferson County Public Schools' Project Jump Start, a preschool approach to reinventing education, is a program which provides a developmentally appropriate preschool education for eligible children (four-year olds whose families meet income guidelines for free lunch under the National School Lunch Program); coordinates medical, mental health, and social services to these children and their families; and promotes interagency collaboration among organizations serving these children. This is a research project on the effects of the Jump Start Program upon the performance of low-income elementary students on authentic assessments, and field research upon the capacity of the parents of elementary students to make decisions about educational programs that support local school desegregation. The project proposes to address two issues: (1) the inclusion of low-income, single parents and significant adult male caregivers in selecting schools of choice to support local school desegregation; and (2) the lack of knowledge about the performance of elementary students who have received preschool education on authentic assessments. The intent of this project is to show that authentic assessments provide valid information about the impact of early childhood education on the academic achievement of at-risk students.

New Knowledge To Be Gained: The project will contribute knowledge and understanding about the academic achievement of at-risk students who have been in early childhood programs as measured by authentic assessments. It also will contribute knowledge and understanding about how parents of children in early childhood education can increase their decision making capability to select programs of choice as their children enter kindergarten and elementary schools, including an increase in the number of adult male caregivers.

NOTE: This grant was awarded under OERI's Fund for the Improvement of Education's (FIE) unsolicited authority. Funds will support a district-wide program to coordinate existing Title I, local education programs, and Head Start services. This grant is being monitored by the Early Childhood Institute.

OERI Contact: Seresa Simpson, 202-219-1586
Award No: R215U60012
Project Period: 10/01/96-09/30/00

Oakland 2000 Ready To Learn

Contact: Judy Waggoner
Oakland Unified School District
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Oakland, California 94606
(510) 879-8328

The Oakland 2000 Ready to Learn project is an innovative collaborative of over 175 partners from local, state, and federal governments, businesses, service providers, educational institutions, and individuals throughout the community committed to helping the children of Oakland.

The Oakland Unified School District, in collaboration with the Oakland 2000 Ready to Learn Coalition will develop, expand, and strengthen the 21st Century Community Learning Centers that exist throughout Oakland. The Oakland 2000 project will: expand and maintain the network of Oakland 2000 Ready to Learn partners; provide technical assistance to establish parenting labs at agencies that have adopted Oakland 2000 objectives; work closely with parents, tutors, and service providers designed as Oakland 2000 Ready to Learn Centers to carry out the Centers' vision; empower all people involved with Oakland 2000 to learn activities through peer-to-peer tutoring, linkages with students of higher education, information sharing, access to information and the skills to utilize it; launch and maintain activities which allow for dissemination of information and undertake activities that will develop new resources to expand the scope and reach of Oakland 2000. The design and effectiveness of information regarding the project will be disseminated nationally through Healthy Cities and the "I Am Your Child Campaign" of the Families and Works Institute in New York.

New Knowledge To Be Gained: The activities are aimed at improving levels of literacy for young children (0-5 years of age) so that they can enter kindergarten healthy and ready to learn the information and skills required to meet the challenges of the next century.

OERI/ECI Contact: Seresa Simpson, 202-219-1591 or Naomi Karp, 202-219-1586
Award No: R287U70001
Project Period: 10/1/97-9/30/00

National Forum on the Implementation of Neuroscience Research on Early Learning for Educational Practice and Public Policy

Contact: Mildred Winter
Parents as Teachers National Center, Inc.
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Suite 230
St. Louis, Missouri 63132
(314) 432-4330

The Parents as Teachers National Center, St. Louis, Missouri, is sponsoring a "National Forum on the Implications of Neuroscience Research on Early Learning for Educational Practice and Public Policy."

The proposal lays out a plan for conducting a national forum to discuss how current neuroscience research related to language development in children from birth through three years of age can be used to influence educational practice and public policy affecting young children. The goal of the conference is to stimulate an exchange of information and ideas among the 120 invitees, who will include researchers, early childhood educators, parents, and policymakers, that could impact educational practice as well as local, state, and federal policies. Case studies of states and communities that are using neuroscience research as a basis for changing policies and thereby improving the quality of early childhood services will be highlighted during the conference. The conference will be hosted by the Parents as Teachers National Center and Washington University of St. Louis, in November 1997.

The Office of Educational Research and Improvement's National Institute on Early Childhood Development and Education funds will pay for the travel, lodging, and honoraria expenses of the four main speakers, who are highly regarded neuroscience and language/literacy researchers; to partially cover travel costs of eight other researchers from national early childhood professional organizations; and to pay for a writer of the conference report, which will contain recommendations for future research, practice, and policy directions.

OERI/ECI Contact: Naomi Karp, 202-219-1586
Award No: R307U70001
Project Period: 8/1/97-7/31/98

Early Childhood Pedagogy

Contact: M. Susan Burns
National Academy of Sciences
2101 Constitution Avenue, NW (HA 178)
Washington, DC 20418
(202) 334-2205

The National Research Council (NRC) which serves as the Principal Operating Arm of the National Academy of Sciences, will conduct a study of early childhood pedagogy through the Division on Education, Labor, and Human Performance in the Commission on Behavioral and Social Sciences and Education. The study will examine the research and theory of early childhood pedagogy across fields and countries as it applies to children ages 2 to 5, and will provide the basis for policy decisions based on the state of research related to early childhood education.

The NRC will establish a Work Group of 15 volunteer experts who will meet approximately 6 times over a period of 24 months. The focus of the Work Group will be to (a) review the literature and synthesize the research from relevant scholarship and highlight key areas where progress has been made, as well as the areas where knowledge is uncertain; (b) review research concerning special populations; (c) produce a coherent distillation of the knowledge base, and develop its implications for pedagogy, the training of teachers and child care professionals, and practice in early childhood education programs; and (d) draw out major policy implications and future research directions from the findings.

New Knowledge To Be Gained: The culmination of this project will be a scholarly report prepared by the Work Group which will include an assessment of strengths and weaknesses of the knowledge base in early childhood pedagogy, and provide a framework for considering key factors that need to be incorporated into the design of preschool programs. The report will translate what has been learned into products targeted to important user communities; parents, educators child development professionals, curriculum development specialists, teacher training and child development associates programs, and researchers in various fields related to early childhood education.

OERI/ECI Contacts: Naomi Karp, 202-219-1935 or James Griffin, 202-219-2168
Award No: R307U7002
Project Period: 10/1/97-9/30/99

National Partnership for Excellence and Accountability in Teaching (NPEAT)

Contact: Willis Hawley
College of Education
University of Maryland
College Park, Maryland 20742
(301) 405-2334

The mission of the National Partnership for Excellence and Accountability in Teaching (NPEAT) is to use knowledge from research and practice to ensure that those who teach and influence teaching are able to help all students, especially those at-risk of school failure, to achieve challenging academic standards. The 1996 report of the National Commission of Teaching and America's Future, *What Matters Most: Teaching for America's Future,* provides direction for NPEAT's work.

NPEAT is undertaking more than 30 projects in 5 interrelated program areas designed to fundamentally improve teaching in the United States: (1) standards and assessments, (2) teacher education and professional development, (3) recruitment, (4) restructuring schools as learning organizations, and (5) partnership development.

Each of the five program areas includes interrelated sets of activities: (1) identification and development of consensus on ideas, principles, and promising policies and practices: (2) dissemination of knowledge and the support of related actions by partners and others; (3) identification of additional knowledge that is needed; and (4) research and development that lead to usable knowledge.

New Knowledge To Be Gained: The project will result in new knowledge about: relationships between standards and assessments and actual teaching practice and effectiveness; relationships between teacher and student learning; what teachers learn through their professional preparation and development; recruitment strategies needed for minority teacher candidates; policy implications for institutional, state, and national levels; roles public schools, community groups, institutions of higher learning, state policymakers, and legislators play in recruiting and retaining a diverse teaching work force; how learning organizations evolve and sustain; and how evidence on student learning can influence teacher learning.

NOTE: NPEAT is a five-year Office of Educational Research and Improvement (OERI) contract awarded to the University of Maryland. Partners include Teachers College at Columbia University, Peabody College at Vanderbilt University, and 23 national organizations dedicated to improving education. Within OERI, the National Institute on the Education of Students At-Risk coordinates the project and all five National Institutes and the Office for Reform and Dissemination participate as project reviewers and advisors.

OERI/ECI Contacts: Stephanie Dalton, 202-208-2497 for OERI and Donna Hinkle, 202-219-2172 for ECI
Award No: RD97124001
Project Period: 10/1/97-09/30/02

Ready-To-Learn Television

The Ready-To-Learn Program provides assistance for the development, production, and distribution of educational and instructional video programming for preschool and elementary school children and their parents in order to reach the National Education Goals. The Ready-To-Learn Television Program is funded through OERI's Fund for the Improvement of Education (FIE).

Ready-To-Learn Television

Contact: Peggy O'Brien
Division of Educational Programs
Corporation for Public Broadcasting
901 E Street, NW
Washington, DC 20004-2037
(202) 879-9725

The Corporation for Public Broadcasting (CPB), with help from a five-year grant from the National Institute on Early Childhood Development and Education, is producing a set of four programs for young children and their families and creating and disseminating supporting printed and electronic materials. CPB collaborated with Children's Television Workshop and Columbia TriStar Television to develop and produce 40 episodes of "Dragon Tales," a daily animated half-hour preschool series which will help children develop life skills necessary for learning. Targeted to children ages 2–5, an estimated 6 million children will view the series on a regular basis. The producers will also create brief between-program spots for television and radio, along with an interactive Internet component for children and families. "Show and Tell Me," the related weekly series for parents and other caregivers, will be designed to educate parents and caregivers about ways they can help children be prepared for schooling. It is anticipated that four and a half million adults will tune into this series on PBS. "Dragon Tales" and "Show and Tell Me" will air on public television in the 1998–1999 season.

In addition, CPB supported the development and production by public broadcaster WGBH Boston and Sirius Thinking, Inc. of 40 episodes of an innovative half-hour daily literacy series, "Between the Lions," for 4 to 7 year-olds. In addition, WGBH will produce a related 13-part weekly half-hour series, "Kids and How to Grow Them," for parents and caregivers, along with an interactive on-line component for the Internet. Both shows will air on public TV beginning in the 1999–2000 season. U.S. Department of Education funds have also been used to expand CPB's "First Book" free book program from 3 to 120 participating stations. There are also 120 Ready-to-Learn coordinators nationally that do training to families, care givers, preschool teachers, and community groups that augments the programming. These stations have distributed more than 650,000 books to disadvantaged children. The goal in 1998 is an additional 395,000 new books.

Benefits To Be Gained: Ready-to-Learn Television seeks to enhance the learning and development of young children and their families who speak English as a second language through educational television programming. Ancillary materials that reflect education principles and objectives by which children learn and develop are provided in both languages. Universal access to all Americans is provided through free programming that is closed captioned, and employs descriptive video when possible and appropriate. Ready-to-Learn also provides educational materials that suggest learning techniques and activities that families can use with their children.

OERI/ECI Contact: Joe Caliguro, 202-219-1596
Award No: R295A50001
Project Period:09/01/93-02/28/98

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State Listing of Projects

ARIZONA

Arizona State University
Tempe, Arizona
(Field-Initiated Studies Program)

CALIFORNIA

SRI International
Menlo Park, California
(Field-Initiated Studies Program)

Regents of the University of California
Berkeley, California
(Field-Initiated Studies Program)

University of California, Berkeley
Berkeley, California
(Field-Initiated Studies Program)

Oakland Unified School District
Oakland, California
(21st Century Community Learning Centers Program)

COLORADO

University of Colorado Health Science Center
Denver, Colorado
(Field-Initiated Studies Program)

Wolf River Productions
Canon City, Colorado
(Small Business Innovation Research)

CONNECTICUT

University of Connecticut Health Center
Farmington, Connecticut
(Field-Initiated Studies Program)

The Media Group of Connecticut
Weston, Connecticut
(Field-Initiated Studies Program)

ILLINOIS

Chicago Public Schools
Chicago, Illinois
(21st Century Community Learning Centers Program)

INDIANA

Muse Technologies, Inc.
Indianapolis, Indiana
(Small Business Innovation Research)

KENTUCKY

Clinton County Board of Education
Albany, Kentucky
(21st Century Community Learning Centers Program)

Jefferson County Public Schools
Louisville, Kentucky
(Fund for the Improvement of Education Program)

MARYLAND

University of Maryland
College Park, Maryland
(Field-Initiated Studies Program)

University of Maryland
College Park, Maryland
(Institute Sponsored Program)

MASSACHUSETTS

Boston University
Boston, Massachusetts
(Field-Initiated Studies Program)

Harvard School of Public Health
Boston, Massachusetts
(Institute Sponsored Program)

MICHIGAN

University of Michigan
Ann Arbor, Michigan

MISSISSIPPI

Starkville School District
Starkville, Mississippi
(21st Century Community Learning Centers Program)

MISSOURI

Parents as Teachers National Center
St. Louis, Missouri
(Institute Sponsored Program)

NEW YORK

New York City Public Schools, Community School District 13
Brooklyn, New York
(21st Century Community Learning Centers Program)

Fordham University Graduate School of Social Service
New York, New York
(Field-Initiated Studies Program)

Teachers College, Columbia University
New York, New York
(Institute Sponsored Program)

NORTH CAROLINA

University of North Carolina
at Chapel Hill, NC
(National Educational Research and Development Center Program)

University of North Carolina
at Chapel Hill, NC
(Field-Initiated Studies Program)

University of North Carolina
at Chapel Hill, NC
(Field-Initiated Studies Program)

OHIO

Children's Hospital Medical Center
Talmadge, Ohio
(Field-Initiated Studies Program)

PENNSYLVANIA

University of Pittsburgh
Pittsburgh, Pennsylvania
(Institute Sponsored Program)

School District of Philadelphia
Philadelphia, Pennsylvania
(21st Century Community Learning Centers Program)

TEXAS

Lyford Consolidated Independent School District
Lyford, Texas
(21st Century Community Learning Centers Program)

UTAH

Utah State University
Logan, Utah
(Field-Initiated Studies Program)

VIRGINIA

Munger Academy, Inc.
Vienna, Virginia
(Small Business Innovation Research)

American Research Corporation of Virginia
Radford, Virginia
(Small Business Innovation Research)

WASHINGTON, DC

Committee on the Health and adjustment of Immigrant Children and Families
Washington, DC
(Institute Sponsored Projects)

Corporation for Public Broadcasting
Washington, DC
(Ready-to-Learn Television)

Georgetown University Child Development Center
Washington, DC
(Institute Sponsored Projects)

National Academy of Sciences
Washington, DC
(Institute Sponsored Projects)

Alphabetical Listing of Projects by Organization

AMERICAN RESEARCH CORPORATION OF VIRGINIA
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BOSTON UNIVERSITY
Contact: Jeanne R. Paratore
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CHICAGO PUBLIC SCHOOLS
Contact: Elvie Rhone
Chicago Public Schools
1819 W. Pershing Road
Chicago, Illinois 60609
(312) 535-7311

CHILDREN'S HOSPITAL MEDICAL CENTER
Contact: Gerald Mahoney
Family Child Learning Center
Children's Hospital Medical Center
143 Northwest Avenue, Bldg. A
Talmadge, Ohio 44278
(330) 633-2055

CLINTON COUNTY BOARD OF EDUCATION
Contact: Mickey McFail
Clinton County Board of Education
Route 5, Box 5035
Albany, Kentucky 42602
(606) 387-6480

COLUMBIA UNIVERSITY
Contact: Jeanne Brooks-Gunn
Center for Young Children and Families
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New York, New York 10027

COMMUNITY SCHOOL DISTRICT 13
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Community School District 13
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(THE) CORPORATION FOR PUBLIC BROADCASTING (CPB)
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FORDHAM UNIVERSITY
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GEORGETOWN UNIVERSITY CHILD DEVELOPMENT CENTER
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MUNGER ACADEMY, INC.
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MUSE TECHNOLOGIES, INC.
Contact: Scott Houston
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NATIONAL ACADEMY OF SCIENCES
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OAKLAND UNIFIED SCHOOL DISTRICT
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PARENTS AS TEACHERS NATIONAL CENTER
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ECI 98-9001R